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ABSTRACT

This guide to inservice education is designed to help people in school systems (teachers, administrators, counselors, evaluators, and paraprofessionals) with the selection and use of the skills and knowledge of those university faculty committed to inservice education. Consultants are listed who are willing to serve as leaders of workshops, seminars, and rap sessions and in consultation with individuals or small groups of school system educators. Means of contacting these consultants are included. The consultants are also available to form technical assistance teams (TATs) for purposes of teacher center development, competency-based program development and implementation, desegregation planning and training, etc. (Author)

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Division of Teacher Education

Indiana University/Bloomington

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The *Forum Series* is basically a collection of papers dealing with all phases of teacher education including inservice training and graduate study. It is intended to be a catalyst for idea exchange and interaction among those interested in all areas of teacher education. The reading audience includes teachers, school administrators, governmental and community administrators of educational agencies, graduate students and professors. The *Forum Series* represents a wide variety of content: position papers, research or evaluation reports, compendia, state-of-the-art analyses, reactions/critiques of published materials, case studies, bibliographies, conference or convention presentations, guidelines, innovative course/program descriptions, and scenarios are welcome. Manuscripts usually average ten to thirty double-spaced typewritten pages; two copies are required. Bibliographical procedures may follow any accepted style; however, all footnotes should be prepared in a consistent fashion. Manuscripts should be submitted to Richard A. Earle, editor. Editorial decisions are made as soon as possible; accepted papers usually appear in print within two to four months.

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A GUIDE TO INSERVICE EDUCATORS:

TIPS FOR OBTAINING AND UTILIZING CONSULTANTS

IN PUBLIC SCHOOLS

HAROLD HARTY

TOBY BONWIT

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00065

A SERVICE OF THE DISSEMINATION TEAM

This preliminary edition of a university-wide guide to inservice education is designed to help those in school systems (teachers, administrators, counselors, evaluators and paraprofessionals) with the selection and use of the skills and knowledge of those university faculty committed to in-service education. The listed prof-consultants are willing to serve in capacities such as leaders of workshops, seminars, rap sessions, and consultation with individuals or small groups of school system educators. Also these prof-consultants are available to form technical assistance teams (TAT's) for purposes of teacher center development, competency-based program development and implementation, desegregation planning and training, etc.

The current list of willing prof-consultants has been compiled from a Division of Teacher Education Dissemination Team survey during the fall and spring semesters of academic year 1973-74 at Indiana University-Bloomington. Faculty members and advanced graduate students in the divisions/departments of education at all of the Indiana University campuses were asked to list their areas of expertise for inclusion in this compilation. Because the initial response to this survey request was less than the majority of potential contributors to this prototype, a more formal and extensive edition of this preliminary document is planned in order that more names can be added as available consultants.

This document consists of six parts. The first section, "Introduction-Possible Helpful Tidbits," is basically designed as an overview and a state-of-the-art discussion about consulting and inservice education. The second part, "Inservice Educators-Those Who Are Willing," is an alphabetical listing of prof-consultants describing their areas of expertise along with their office telephone numbers, office buildings and room numbers, and campus locations. The third segment, "Primary Interest Groups," contains catalogued descriptors for certain groups who are more likely to utilize or possess a special interest in some of the services rather than other groups. For example, there are listings for the primary attention of the administrator, the adult, the counselor, the evaluator, the paraprofessional, the parent, and the teacher. Section four, "Conventional Disciplines," is a classification of expertise areas according to the traditional campus departmental scheme. Categories include classical specialties such as art education, elementary education, reading education, science education, etc. The fifth part has been dubbed, "Emerging Educationese." This section consists of groupings of non-conventional descriptors that are presently quite common in the jargon of education. Examples of some of the groupings are behavior analysis, communication skills, cultural pluralism, humanistic approaches, etc. And lastly, the sixth part, "Other Sources of Help," is a listing of centers and/or agencies usually composed of programmatic groups of faculty members found on the various campuses of Indiana University. These groups of university faculty who offer

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their services, such as the Center for Innovation in Teaching the Handicapped, Multicultural Educational Development Program, the International Consortium on Options in Public Education, the Social Studies Development Center, etc., are listed alphabetically.

The abbreviations and/or acronyms used in section two, "Inservice Educators-Those Who Are Willing," are as follows: IUB=Indiana University-Bloomington; IUFW=Indiana University-Fort Wayne; IUK=Indiana University-Kokomo; IUPUI=Indiana University-Purdue University at Indianapolis; and IUSB=Indiana University-South Bend. In sections three, four, and five of this document where classification schemes are found, one will find alphabetically ordered short phrases describing very specific areas of the broader subsection. The number(s) listed after a short phrase refers to a given consultant(s) found directly below the collection of short descriptors.

The procurance of the services of a given individual or group of faculty members appears to be a negotiable contingency. Some faculty will lend their services free of charge; some will request transportation and meal costs only; and others will specify a designated consultant honorarium. You may want to contact the individual faculty member directly (phone numbers and mailing addresses have been updated as of April 1, 1974) or you may wish to contact Art Oestreich, 309-Education Building, Indiana University-Bloomington (812-337-0283). Art Oestreich, whom many of you know personally, has indicated that he is available to chat and answer questions, general or specific, about obtaining the services of those listed in this Guide.

Seldom are the efforts of two brought to fruition without the help and encouragement of many. We wish to thank all of those who have contributed to this prototype document and to express our hope that it will be of assistance to those who seek help from the campuses in the area of inservice education. It will be our pleasure to receive your reactions to this field-test version, big or small, in order to produce a "better" formal/first edition which hopefully will be more useful and have more impact. We do need your feedback and input! Please address all commentary to Bud Harty, 309-Education Building, Indiana University, Bloomington, Indiana 47401.

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A

consultant

is one who enters

a meeting too late to know

what has gone on before, disagrees

with everything that has been said, then

slips out before hell breaks loose.

UNIDENTIFIED PRINCIPAL
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INTRODUCTION:

possible helpful tidbits

Lawler (1948) reported that twenty-six years ago the consultant was practically unknown. In fact, the Dictionary of Education of 1945 had no definition of the term "consultant." Reavis (1948) indicated, even though the term enjoyed rather wide use in oral discussions, that prior to January, 1948, the Education Index listed no descriptor employing the term "educational consultant." Owing in part to the newness of the concept and to trial and error development of this service, very little was known about how the consultant should function.

There have been many colorful concepts concerning the consultant which probably explain the type of service one might render. An unidentified teacher once defined a consultant as "one who blows in, blows off, and blows out" (Dixon, 1956). An elementary school principal from the state of Kansas was credited with this concept of a consultant: "One who enters a meeting too late to know what has gone on before, disagrees with everything that has been said, then slips out before hell breaks loose" (Dixon, 1956). Little (1952) stated in very broad terms that a consultant was, "Any person whose counsel is sought in connection with an educational problem" [p. 480]. Reavis provided a more operational concept:

> ...educational consultant refers to a person who is called into conference regarding a problem or project in education on which special assistance or counsel is desired. It is assumed that the consultant possesses technical knowledge and experience pertaining to the matters on which he is expected to provide assistance or give advice.
>
> (Reavis, 1948, p. 24)

Implicit in the above definitions and comments is the disturbing inference that consultants have come to be viewed generally by practicing educators as easy-come-and-easy-go, quick and superficial without perceivable effect. Mahan advocated that calling a person a consultant did not make a person a consultant, but rested upon the services rendered:

> The definition of a consultant must lie in the services he performs and the instructional improvements he generates. The acts performed by the consultant for teachers and the requests of teachers fulfilled by the consultant provide a behavioral definition of the consultant role. It follows that a consultant can be recognized as a consultant on the basis of the behaviors he exhibits for the purpose of assisting his client(s).
>
> (Mahan, 1970, p. 91)

The concept of a consultant has also been discussed from a dynamic frame of reference. Dixon's thinking lends itself to this notion and also to a social-psychological viewpoint, an important, but often overlooked, aspect in the literature:

> The function of the consultant is a difficult one which demands competency in technical knowledge coupled with theory and practice in action-research and interpersonal relations. This should be buttressed with knowledge of the milieu in which his service is used. He should also know the kinds of knowledge required of him and should possess the ability to diagnose the kind of assistance to be supplied. Furthermore, he should be sensitive to the hazards of too much or too little consultation. His is a delicate function which can only be adequately determined by the needs of the consultees.
>
> (Dixon, 1956, p. 84)

The notion that it is the personality of the consultant which influences change among practicing educators has enjoyed rather wide use in oral discussions, but has seen little or no documentation. Ratner (1967) attempted to define "desirable" personal characteristics a consultant must possess in order to influence change in others. These were "objectivity" (approaching problems without preconceived ideas for their solution), "independence" (not

being influenced by status of personnel or by strong objections to suggestions, having courage of his convictions), "integrity" (respect for confidences), "patience" (working patiently on assignments which call for long hours of discussion, or which require attention to masses of detail), "tact" (the ability to deal with people gently but firmly), and "rapport" (the ability to maintain harmonious relations with professional personnel).

Although research evidence on the effectiveness of the human relations aspect of consulting is ambiguous, the difficulties appear to be associated with a lack of research design, measurement, and especially, consultant training. Barber (1969) and his associates at the Western Behavioral Sciences Institute found that consultants reported significant behavioral changes following training in human relations; he also indicated that consultants who experienced sensitivity training were more likely to improve their leadership skills than those who did not. Jung (1970) and his colleagues at the Northwest Regional Educational Laboratory developed consultant training packages, the first of which focused on how to diagnose process learning needs, adaptively design or create exercises for gaining competencies in process skills, and conduct process exercises; the second package focused on the interpersonal skills of consulting with local educators on their process learning needs; and the third package focused on basic knowledge and understanding of organizational development strategies. The chief purpose for consultant training is perhaps the development of leadership and action which hopefully result in "better" classrooms. As a result of such training, Miel stated:

> ...the consultant becomes an educational engineer-directing the lives of human beings, a task requiring great skill and high integrity. ...the consultant should be an expert in social processes with particular reference to social change.
>
> (Miel, 1946, p. 131)

Often a consultant sensitizes a group of local educators to problems which may have resulted in frustration or aggression. The consultant may be interested in helping teachers and principals achieve increased skill in group interaction to the extent that they obtain the ability to isolate, define, solve and implement solutions to common problems. Anderson and Shangold reported:

> People tend to avoid responsibility for making and carrying out action--decisions which are not intrinsically theirs. A major goal of consultation is increased capacity on the part of the consultee to cope with new problems. The consultee should be helped to understand methods of problem-solving as well as helping to solve the immediate difficulty. ...The development of capacities and skills in problem-solving requires that the consultee go through the processes by which the solution was originally derived.
>
> (Anderson & Shangold, 1950, p. 117)

And finally, what is it that actually occurs in the process of consulting? Klopf (1970), in his study of interaction processes and educational change, synthesized the earlier works of others into an operational model for consulting. He described the model through the use of the terms consultation, encounter, dialogue and confrontation. "Consultation" was used to mean the entire range of functions which enable a person called the consultant to perform a role of assisting another educator or small groups of educators to become more professionally competent in a particular situation. "Encounter" was a meeting of two or more educators, but not usually more than eight, who come together to face a situation in terms of themselves and their roles as highly differentiated educators in the situation. "Dialogue" was an exchange involving two or more educators. The discussion is a mutual exploration of an idea, information, a situation, an experience or a task which may be central to the local setting. "Confrontation" was a planned activity, initiated by the consultant or a local educator based on his understanding of the other

person, conflict and the quality of the relationship. Klopf stated that factors of time and urgency as well as the skill of the initiator and the ego strength of the confrontee are all determinants of the effectiveness of a "confrontation."

A synthesis of the literature tended to define the role of the consultant as that of introducing new processes for exploration, examination and development. It was hoped that if a consultant were successful, he would no longer be needed and what would be left would be the ability of the school to cause itself to promote change, examine curricula, and institute and select ways and means for accomplishing these. Betz's concept of the consultant role served to reinforce this general notion:

> To accomplish this objective the consultant must focus on process rather than content. That is, he must help systems analyze, establish objectives, set up programs and evaluate results rather than only provide information about the problem. The role proposed for the consultant is one of creating need and demonstrating that educational progress can be made by systematic and well managed approaches.
>
> (Betz, 1969, p. 1)

Dixon (1956) also defined the role of the consultant as assisting groups of educators in locating and defining problems. He explained this operationally as helping to evaluate a curriculum, aiding local educators in choosing among several alternatives when they do not possess adequate knowledge to make an intelligent choice at the moment, and assisting a group in determining what might be next. Ratner's (1967) concept of the consultant's role consisted of seven components. He described these functional components as an "advisor" (counseling educators in time of need), "arbitrator" (mediating differences of opinion between opposing factions), "decorator" (enhancing the image and prestige of the local school), "dispenser" (providing specialized information and expertise), "evaluator" (assessing the strengths and weaknesses of the local school), "fire fighter" (resolving a problem or settling

a crisis with great words of wisdom because no alternative was available), and "innovator" (introducing new ideas, concepts or methodologies). Troyer and Weigand (1969) focused on the classroom when explaining the role of the consultant. They described the consultant as a communicator between theoreticians and teachers, an evaluator of the present curriculum, an introducer of new curricula, an implementer of new methodologies, and a modeler of teacher behavior.

The establishment of needs for consulting service on the part of local educators may be worth considering. Many times, during the late 1960's, there were monies which had been spent; and the hiring of a consultant was done without adequate needs assessment procedures. Ratner addressed himself to the nature of this concern:

> The "sine qua non" of good consulting service is the availability of knowledgeable and experienced consultants, but this alone is not enough. It is important to know when and why a consultant is needed; how to select and use a consultant; and what to do before, during, and after the consultant is engaged.
>
> (Ratner, 1967, p. 14)

Mahan reported in a study dealing with the utilization of consultants by classroom teachers implementing the elementary school process-promoting curriculum, that teachers failed to perceive and establish needs for the expertise made available to them. Mahan indicated:

> The data of this study indicate that teachers tend to utilize external consultants in any unsystematic, nonstructured manner away from the action of the classroom. Apparently teachers generally did not perceive the consultant as a potent source of assistance to be broadly utilized on every visit. Data from several sources force a recognition of ineffective use of consultant time. This should motivate the change agency to reorganize the roles and responsibilities of the external consultant, and to consider alternative methods of promoting continuing inservice education.
>
> (Mahan, 1970, p. 67)

Many school districts in the future will be hiring the services of a consultant. A desirable beginning for field-based educators interested in obtaining the assistance of a curriculum consultant may be to promote dialogue among all participant educators to clarify purposes for hiring a consultant. Far too many schools are not receiving their dollar's worth because they have not thought through what they want and expect a consultant to accomplish in an extended inservice program which may promote necessary attitude and role changes. If schools are to choose carefully and benefit thoroughly from the services of a consultant, they might follow a carefully conceived systematic strategy for the utilization of such an individual.

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A consultant is one who blows in, blows off, and blows out.

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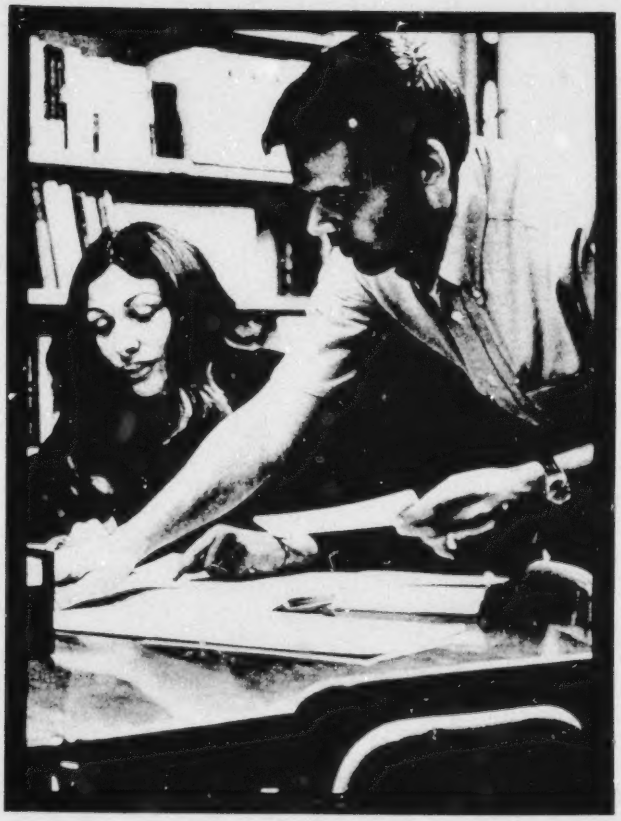

INSERVICE EDUCATORS:

those who are willing

NORMAN ALLAWAY: Knowledge of current practice in British primary education, "open" education, informal classrooms, etc. (170-University School, I.U.B./ 812-337-0423)

NANCY C. ANDREWS: Diagnosis to plan reading instruction; beginning reading instruction; materials and library usage for reading instruction; supervision and teacher training. (Institute for Child Study, I.U.B./ 812-337-9160)

BEVERLY ARMENTO: Conducts workshops and dialogue-seminar sessions in social studies for elementary children, learning and interest centers, team teaching, values-clarification approaches and techniques. (321-Education Bldg., I.U.B./ 812-337-0392)

GREG BAUR: Interested in any part of mathematics education related to the needs of schools and communities. (Division of Education, I.U.S.B./219-282-2341 Ext. 274)

ASHLEY BISHOP: Developing word-recognition and comprehension skills for teachers of reading. Diagnostic techniques for the classroom teacher of reading and spelling. (211-Education Bldg., I.U.B./812-337-6881)

TOBY BONWIT: Design, layout, and editorial service for newsletters, catalogues, brochures, pamphlets. Editorial services for speeches, papers, proposals, journal articles, and books. (309-Education Bldg., I.U.B./ 812-337-0200)

TERRY BULLOCK: Evaluating teacher education programs; evaluating Elementary Title III Program; writing questionnaires and evaluation reports; conducting formal and informal interviews; reading diagnosis and remediation; historical aspects of reading. (309-Education Bldg., I.U.B./ 812-337-0203)

CAROLYN BURKE: Has worked on reading miscue research; co-author of the Reading Miscue Inventory; the development of Reading Strategy Instruction. (Institute for Child Study, I.U.B./ 812-337-8927)

RICHMOND E. CALVIN: Concerned with research and experimental projects focused around pre-teaching and graduate teacher educational programs. Present emphases include involvement with paraprofessionals (K-12), planning and coordinating activities for culturally different students. (Division of Education, I.U.S.B./ 219-282-2341)

LIAN-HWANG CHIU: Learning theories; behavior modification; educational measurement; research design; statistical analysis. (Education Dept., I.U.K./317-453-2000 Ext. 286)

JAMES CLARK: Planning and operation of a LEA program for student teachers; use of community resources; use of non-professional staff for school duties; inservice education for teachers. (321-Education Bldg., I.U.B./812-337-3342)

ROGER J. DeSANTI: Exploration of the relationships between perception and cognition and their application to reading and the special

education child. (Institute for Child Study, I.U.B./ 812-337-9160)

ROBERT DOAN: Early childhood education, reading, perception. (250-Neff Hall, I.U.F.W./ 219-482-5742)

RICHARD EARLE: Inservice training designed expressly for classroom teachers at the middle school and secondary levels; helping both teachers and students cope with the problems presented by printed materials in literature, mathematics, science, social studies, and vocational subjects. Inservice training designed especially for reading and language arts teachers at the middle school and secondary levels; design, diagnostic/prescriptive techniques, recent materials, and classroom organization to make reading instruction more effective. (207-Education Bldg., I.U.B./812-337-7167)

PATRICIA EGGLESTON: Workshops on open education, particularly organization, start up; workshops for nursery schools, kindergarten, and day care centers on any curricular ideas, especially science, music, language arts; workshops for above on staffing patterns, room arrangement, class discipline, role of teacher, scheduling, etc. (326-Education Bldg., I.U.B./812-337-0433)

MERYL ENGLANDER: Management of overt pupil behavior: developing skills such as behavior modification, life space interviewing, interpersonal communication, and support techniques as alternatives to corporal punishment. Affective development: use of games, films and exercises to help pupils learn interpersonal communication skills and cope with emotional dilemmas. (102-Education Bldg., I.U.B./812-337-2081)

LAVELLE FORTENBERRY: Specialty in elementary school curriculum (Education Dept., I.U.K./317-453-2000 Ext. 286)

HELEN GIBBONS: Supervision of student teachers, secretarial studies, certification advisor. (240-Neff Hall, I.U.F.W./219-482-5875)

LINDA GREGORY: Using the newspaper in the classroom; designing mass media courses for consumers; writing behavioral objectives; selecting films for language arts (secondary) use; writing phase-elective course descriptions; evaluating phase-elective programs; improving teacher-made texts; coping with PPBS. (1125 Atwater, I.U.B./ 812-337-3311)

MARGARET MAY GRIFFIN: Diagnosis to plan reading instruction; reading instruction development, implementation and evaluation of teacher education programs in reading. (Institute for Child Study, I.U.B./812-337-8381)

CHARLES HAMPEL: Student teaching, supervisory curriculum, psychology. (240-Neff Hall, I.U.F.W./219-482-5581)

JEROME HARSTE: Year-long inservice program to up-date teacher competency in reading and language arts. Program is in part

self-instructional, and stresses teacher competencies in the areas of diagnosing learners, setting objectives, planning pupil assessment, selecting strategies, organizational patterns and resources, implementing instruction, and evaluating and revising instruction. This is an intensive program and should be considered by faculties wishing to concentrate their efforts during a given year on improving their reading and language arts program. (211-Education Bldg., I.U.B./812-337-0268)

BUD HARTY: Former consultant to fifty-two schools in New York and Pennsylvania (USOE): proposal development and writing for funds from federal agencies and foundations; writing technical reports; evaluation studies (design, execution, reporting); dissemination approaches and techniques; elementary school science (ESS, SCIS, SAPA); classroom observational systems (interaction analysis and affective dimensions); and classroom questioning skills development; cross cultural variables. (309-Education Bldg., I.U.B./812-337-0367)

GUY HUBBARD: Art program materials development, school and school district consultation on art curriculum programs across the arts. Range: elementary and secondary education, general art studies at college level, continuing education, etc. (002-Education Bldg., I.U.B/812-337-8540)

MAXINE M. HUFFMAN: Diagnostic and corrective reading and/or perceptual-motor testing and training. (250-Neff Hall, I.U.F.W./219-482-5671)

DONALD HUMPHREYS: Individualizing instruction with emphasis upon the development of a variety of activities suitable for specific classroom environments. Instructional skills including mastery learning and question asking skills. Design, implementation and evaluation of environmental education. (202-Education Bldg., I.U.B./812-337-8659)

WILLIAM INSKEEP: Specialty in elementary and secondary school science. (Education Dept., I.U.K./317-453-2000 Ext. 286)

EDWARD JENKINSON: Teaching composition in grades 5-12; developing responsible points of view through writing; projecting images -- an approach to oral and written communication; teaching literature to adolescents; teaching literature in grades 5-12; developing programs in the English language for grades 5-12; the mass media, the student, and the truth; getting ready to cope with PPBS in 1976; writing and using behavioral objectives; designing balanced phase-elective programs. (1125 Atwater, I.U.B./812-337-3311)

DAVID L. JOLLIFF: Communication skills, affective education, human learning, behavior modification, counseling skills. (250-Neff Hall, I.U.F.W./219-482-5374)

E. MARCIA KIMMEL: Secondary reading programs; developmental reading K-Adult; diagnosis and remediation in the junior and senior high school; reading and the disadvantaged; adult literacy training; teacher training; international programs and training in reading. (410-Northside Hall, I.U.S.B./219-282-2341, Ext. 366)

NEDRA KINERK: Specialty in elementary school reading. (Education Dept., I.U.K./317-453-2000, Ext. 286)

J. RANDOLPH KIRBY: (240-Neff Hall, I.U.F.W./219-482-5268)

ROBERT KLOTMAN: Available to discuss assessment, behavioral instruction, and contemporary issues in music education; author of The School Music Administrator and the Supervisor. (400 Sycamore Hall, I.U.B./812-337-7738)

DENNIS KNAPCZYK: Trained in behavior modification, informal assessment, evaluation of programs, teacher training, and has done research in the areas of mildly and severely handicapped individuals. (2853 E. 10th St., I.U.B./812-337-6500)

ROBERT LAFAYETTE: Has conducted inservice workshops in all phases of foreign language teaching. Specialties include individualizing foreign language instruction, constructing mini-courses and teaching culture in the foreign language classroom. In the summer of 1973, 59 teachers attended a special culture workshop on the I.U. campus. Others are planned. (335 Education Bldg., I.U.B./812-337-8151)

HELEN C. LEE: Open classroom, women in academic life. (250-Neff Hall, I.U.F.W./219-482-5532)

STANLEY H. LEE: Ceramics, art education, art history, printmaking, photography. (250-Neff Hall, I.U.F.W./219-482-5786)

LOIS LEHMAN: Continuing education in media selection and utilization for media specialists and/or entire educational staffs at both the elementary and secondary levels. (024 Education Bldg., I.U.B./812-337-1798)

JACK LeROY: Specialty in interaction and analysis-evaluation. (Education Dept., I.U.K./317-453-2000, Ext. 286)

FRANK K. LESTER: Primary teaching responsibilities, elementary teacher training in math. Special interest in developing PLATO computer system materials and other uses of computers in education. Research interests: human concept formation and problem solving. (321-Education Bldg., I.U.B./812-337-0393)

HELEN LEWIS: Play as related to cognitive and language development in young children; developing perceptual skills in reading; developmental and remedial

reading, language arts; children's literature; teacher education/ cooperative programs with public schools for teacher preparation. (413-NSW, I.U.S.B./219-282-2341 Ext. 327)

JESSIE LOVANO-KERR: Developing art programs for the mentally retarded, children with learning disabilities, the aged, the culturally different, elementary children, high school students. Developing visual perception through art; art as a vehicle for cognitive and affective learning; child development in art; creativity and art; women in the visual arts. Workshop/studio areas: drawing, painting, hand-built ceramics, cameraless films and slides, printmaking, tie-dye. (002-Education Bldg., I.U.B./812-337-0371)

LEON McKENZIE: Participation training: an educational design for task-oriented small groups; staff development education; problem-solving groups; diagnostic procedure in adult/continuing education; design of adult programs. (309 S. Highland, I.U.B./812-337-2858)

MICHAEL McKIBBIN: Teaching strategies to deal with the feelings of children; experience in the use of teaching/learning strategies such as role playing, awareness training and social inquiry to developing the personal dimensions of the child such as creativity, self and other awareness. (210C-Education Bldg., I.U.B./812-337-1273)

JOHN McKINLEY: Participation training: an educational design for task-oriented small groups; staff development education; problem-solving groups; diagnostic procedure in adult/ continuing education; design of adult programs. (309 S. Highland, I.U.B./812-337-5440)

LYNN McMILLAN: Member of a consultant team to the Teacher Corps Project of IUPUI. Has conducted several workshops in minicourses: "Tutoring in Reading," "Developing Children's Oral Language," and "Individualizing Instruction in Mathematics." These minicourses were developed by the Far West Laboratory for Educational Research & Development, Berkeley, California. The workshops are offered to school corporations, teachers, parents, community aides and high school and college students. With the aid of seven complete VTR units and manuals, participants are taught competency-based skills to help motivate children to read, speak effectively and work math problems. (328-Education Bldg., I.U.B./ 812-337-1067)

R. BRUCE McQUIGG: Thirteen years experience, teacher development, pre-school workshops, in-service meetings; three years experience with largely black county in the South; licensed instructor for Parent Effectiveness and Teacher Effectiveness Training; commencements, honors banquet; Director of Student Leadership Institute at I.U. (330-Education Bldg., I.U.B./ 812-337-2435)

LOWELL MADDEN: Individualized instruction, small group instruction, self-concept. (240-Neff Hall, I.U.F.W./219-482-5865)

JAMES MAHAN: Wide experience planning, implementing, administering, studying, monitoring educational innovations in public schools in several states. Has conducted state and national workshops on: 1) impediments to school innovation; 2) strategies for implementing innovations; and 3) specific role definitions/expectations for innovating teachers, principals, and internal or external consultants serving innovating faculties. Presentations actively involve all participants, are practical, and are relevant to inservice in the real world. American Indian Education and overview slide presentations. Field placement variables. (321-Education Bldg., I.U.B./812-337-3342)

MICHAEL MOLENDA: Has taught and conducted inservice training in the areas of uses of instructional media and television in education; has consulted nationally on applications of cable TV in education; also works in instructional development. (315-Student Services Bldg., I.U.B./812-337-3875)

ANABEL NEWMAN: Reading (elementary) and language arts; competency based teacher education; adult basic education. (207C-Education Bldg., I.U.B/812-337-0378)

BERNARD NISENHOLZ: Group process; staff development for team teaching: values; interpersonal communications; conflict resolution; procedures for using the self as content; humanistic curriculum. (412 Northside, I.U.S.B/219-282-2341 Ext. 373)

JAMES OKEY: Has materials suitable for conducting workshops or seminars with inservice teachers on the topics of mastery teaching, individualizing instruction, question asking, sequencing instruction. (202-Education Bldg., I.U.B./812-337-0349)

AMOS C. PATTERSON: Design, administration, and evaluation of instructional media service and development programs; design, implementation, and evaluation of media in-service training programs for teachers; evaluation of commercially produced instructional materials. Other areas of interest and expertise: computer assisted instruction; facility design with media perspective; humanizing curriculum development via the media systems approach. (227-Education Bldg., I.U.B./812-337-0476 or 337-0152)

J. VINCENT PETERSON: Design, implementation and integration of counselor and teacher education programs; group process education; humanistic education. (137-Greenlawn Hall, I.U.S.B./219-282-2341 Ext. 403)

GENE D. PHILLIPS: Missing metaphors in educational experience, culture-centered curriculum, existential relationship between student and teacher, new approaches to curriculum planning, teacher education in a university setting, non-achievement

oriented philosophy of education. (250-Neff Hall, I.U.F.W./ 219-482-5569)

JUDITH REDWINE: Teacher behavior; evaluation of teacher effectiveness, teaching skills and strategies, instructional design. (135-Greenlawn Hall, I.U.S.B./ 219-282-2341 Ext. 215)

C. FREDERICK RISINGER: Free consultant service to Indiana public schools in all phases of social studies education. This includes demonstrations of materials, planning for educational change, and working with individual teachers or groups. (306 Memorial West, I.U.B./812-337-3584)

BRIAN SHIRLEY: Six years teaching experience with grades 6-7 with last three years teaching reading in a departmentalized situation. Consultant for the Right to Read effort in West Virginia. (211 Education Bldg., I.U.B./812-337-7167)

SUSAN SHUSTER: Planning and implementation of learning environments for preschool and primary educable mentally retarded children; interaction strategies for teachers with parents (families) of handicapped children. (309-Education Bldg., I.U.B./812-337-0319)

MERRILL C. SITKO: Techniques for observing teacher-pupil interaction in special and regular classes; application of computer technology to inservice teacher training; inservice teacher training games and simulation techniques; techniques for developing observation instruments for supervision of teachers; teacher training techniques for improving language and cognitive development of culturally disadvantaged and retarded or learning disabled children; classroom application of behavior management and motivational techniques; classroom assessment and prescription techniques; teacher-pupil evaluation techniques; techniques of parental counseling. (2853 E. 10th Street, I.U.B./812-337-5847)

CYRUS SMITH, Jr.: Four years teaching experience in remedial and developmental secondary reading. In-service training in remedial, developmental and content area reading for grades 7-12. Especially familiar with reading problems for grades 10-12. (211-Education Bldg., I.U.B./ 812-337-7167)

VERNON H. SMITH: The improvement of instruction and curriculum (K-12) in English; the development and operation of optional alternative public schools. (328-Education Bldg., I.U.B./812-337-1417)

DARRYL STRICKLER: Systematic assessment and teaching of reading comprehension and word attack skills (K-6); microteaching and modeling techniques for development of specific teacher behaviors; implementation of Far West Laboratory "Minicourses" in individual schools or districts; utilization of "minicourses" in Teacher Centers. (321-Education Bldg., I.U.B./812-337-3341)

GERALD SZYMANSKI: Cognition, personality theory, motivation, discipline techniques, transactional analysis, subject matter identification, dedication, wisdom, freedom, rhythm of learning. (250-Neff Hall, I.U.F.W./219-482-5898)

FLOYD URBACH: Instructional development procedures; curriculum evaluation; instructional and learning methodologies; individualized instruction; instructional systems; team approaches to systematic procedures for assessment, goal setting; design of strategies and evaluation of strategies. (313-Greenlawn Hall, I.U.S.B./219-282-2341 Ext. 328)

RON VAN SICKLE: Workshops on educational gaming; value clarification; empirical inquiry instruction; curriculum materials analysis; curriculum goal analysis; role-playing; teaching for mastery. (309-Education Bldg., I.U.B./812-337-0340)

L. JAMES WALTER: Designing curriculum programs; evaluating teacher effectiveness; implementing instructional strategies; development of teacher education centers; evaluating of educational programs. (139-Greenlawn, I.U.S.B./219-282-2341 Ext. 410)

AN-YAN T. WANG: Evaluation, data collection, management of information systems, computer programming, document analysis. (309-Education Bldg., I.U.B./812-337-0203)

LEW E. WISE: Skill learning vs. content learning. (250-Neff Hall, I.U.F.W./219-482-5231)

JAMES A. YUTZY: Development of student teaching and field experiences programs; development of an integrative approach to the teaching of educational foundations incorporating human relations training, contracting and field experiences. (Division of Education, I.U.S.B./219-282-2341)

Children need to be themselves, to live with other children and with grownups, to learn from their environment, to enjoy the present, to get ready for the future, to create and to love, to learn to face adversity, to behave responsibly, in a word, to be human beings.

CHILDREN AND THEIR PRIMARY SCHOOLS
A Report of the Central Advisory Council for Education (England), 1967

PRIMARY INTEREST GROUPS

08027

FOR THE ADMINISTRATOR

Application of Computer Technology (14,20,24,28); British Primary Education (1); Cable TV in Education (19); Commencement Addresses (18); Computer Assisted Instruction (14,20,24,28); Computer Programming (28); Conducting Formal and Informal Interviews (3); Contracting and Field Experiences (15,29); Designing and Writing Questionnaires (3,10); Designing Mass Media Courses (7); Design, Layout, and Editorial Service for Newsletters, Catalogues, Brochures, Etc. (2); Designs for Task-Oriented Small Groups (16,17); Development and Operation of Optional Alternative Public Schools (25); Development of Teacher Education Centers (26,27); Dissemination Approaches and Techniques (10); Document Analysis (28); Editorial Services for Speeches, Papers, Proposals, Journal Articles, and Books (2); Evaluation of Media Programs (19,20); Evaluation of Title III Programs (3,10); Evaluation Studies (3,10); Existential Relationship between Student and Teacher (21); Facility Design with Media Perspective (20); Field Placement Variables (15,29); History of Education (11); Honors Banquets (18); Informal Classrooms (1); Information Management Systems (28); Interaction Strategies with Handicapped Children (23,24); Media Selection and Utilization (13,19,20); Missing Metaphors in Educational Experience (21); Non-Achievement Oriented Philosophy of Education (21); "Open" Education (1); Organization of Day Care Centers (6); Planning for Educational Change (15,22); Planning, Implementing, and Monitoring Educational Innovations (15); PLATO Computer System Materials (14); Problem-Solving Groups (16,17); Project RELATE (9); Proposal Development and Writing for External Funds (10); Reading Miscue Research (4); Staff Development Education (16,17); Staffing Patterns for Nursery Schools (6); Student Teaching Supervision (5,8); Teacher Center Development (26,27); Television in Education (19); Use of Community Resources (5); Use of Computers in Education (14,20,24,28); Women in Academic Life (12); Writing Evaluation Reports (3,10); Writing Phase-Elective Course Descriptions (7); and Writing Technical Reports (10).

1. NORMAN ALLAWAY
2. TOBY BONWIT
3. TERRY BULLOCK
4. CAROLYN BURKE
5. JAMES CLARK
6. PATRICIA EGGLESTON
7. LINDA GREGORY
8. CHARLES HAMPEL
9. JEROME HARSTE
10. BUD HARTY
11. J. RANDOLPH KIRBY
12. HELEN C. LEE
13. LOIS LEHMAN
14. FRANK K. LESTER
15. JAMES MAHAN
16. LEON McKENZIE
17. JOHN McKINLEY
18. R. BRUCE McQUIGG
19. MICHAEL MOLENDA
20. AMOS C. PATTERSON
21. GENE D. PHILLIPS
22. C. FREDERICK RISINGER
23. SUSAN SHUSTER
24. MERRILL C. SITKO
25. VERNON H. SMITH
26. DARRYL STRICKLER
27. L. JAMES WALTER
28. AN-YAN T. WANG
29. JAMES A. YUTZY

FOR THE ADULT

Adult Basic Education (2,17); American Indian Education (12); Art Education Curricula and Programs (4,9,11); Art History (4,9,11); Art Instruction (4,9,11); Art Program for the Aged (11); Art Program Materials Development (4,9,11); Cable TV in Education (16); Ceramics (9,11); Computer Assisted Instruction (10,18); Contemporary Issues in Music Education (7); Design of Adult Programs (13,14); Designs for Task-Oriented Small Groups (13,14); Diagnostic Procedure in Adult/Continuing Education (13,14); Freedom (20); History of Education (6); Literacy Training (5); Mathematics Education (1,10); Parent Effectiveness Training (15); Photography (9); PLATO Computer System Materials (10); Printmaking (9,11); Problem-Solving Groups (13,14); Reading Diagnosis and Remediation (2); Secretarial Studies Education (3); Staff Development Education (13,14); Subject Matter

Identification (20); Techniques of Parental Counseling (19); Television in Education (16); Wisdom (20); Women in Academic Life (8); and Women in the Visual Arts (11).

1. GREG BAUR
2. RICHARD EARLE
3. HELEN GIBBONS
4. GUY HUBBARD
5. E. MARCIA KIMMEL
6. J. RANDOLPH KIRBY
7. ROBERT KLOTMAN
8. HELEN C. LEE
9. STANLEY H. LEE
10. FRANK K. LESTER
11. JESSIE LOVANO-KERR
12. JAMES MAHAN
13. LEON McKENZIE
14. JOHN McKINLEY
15. R. BRUCE McQUIGG
16. MICHAEL MOLENDA
17. ANABEL NEWMAN
18. AMOS C. PATTERSON
19. MERRILL C. SITKO
20. GERALD SZYMANSKI

FOR THE COUNSELOR

Affective Education (3); Behavior Modification (3); Communication Skills (3); Computer Programming (10); Conflict Resolution (5); Counseling Skills (3); Design, Implementation and Integration of Counselor and Teacher Education Programs (7); Document Analysis (10); Group Process Education (3); Humanizing Curriculum Development via Media Systems Approach (6); Information Management Systems (10); Interpersonal Communication (1,5); Life Space Interviewing (1); Management of Overt Pupil Behavior (1); Perceptual-Motor Testing and Training (2); Personality Theory (9); Support Techniques as Alternatives to Corporal Punishment (1); Techniques of Parental Counseling (8); Uses of Computers in Education (4); and Values-Clarification Approaches and Techniques (5).

1. MERYL ENGLANDER
2. MAXINE M. HUFFMAN
3. DAVID L. JOLLIFF
4. FRANK K. LESTER
5. BERNARD NISENHOLZ
6. AMOS C. PATTERSON
7. J. VINCENT PETERSON
8. MERRILL C. SITKO
9. GERALD SZYMANSKI
10. AN-YAN T. WANG

FOR THE EVALUATOR

Behavior Modification (3); Classroom Evaluation (1); Computer Assisted Instruction (11); Computer Programming (15); Conducting Formal and Informal Interviews (1); Curriculum Evaluation (1); Data Collection and Processing (15); Designing and Writing Questionnaires (1); Development of Observational Instruments (12); Document Analysis (15); Educational Measurement (3); Evaluating Phase-Elective Programs (5); Evaluation of Reading Programs (6); Evaluation of Title III Programs (1); Evaluation Studies (7); Information Management Systems (15); Interaction Analysis (9); Learning Theories (3); Perception/Cognition Variables (4); Perceptual-Motor Testing (8); Reading Miscue Research (2); Research Design (3); Special Education Evaluation Techniques (12); Statistical Analysis (3); Systematic Assessment of Reading Comprehension (13); Transactional Analysis (14); Uses of Computers in Education (10); Writing Evaluation Reports (1); and Writing Technical Reports (7).

1. TERRY BULLOCK
2. CAROLYN BURKE
3. LIAN-HWANG CHIU
6. MARGARET MAY GRIFFIN
7. BUD HARTY
8. MAXINE M. HUFFMAN
11. AMOS C. PATTERSON
12. MERRILL C. SITKO
13. DARRYL STRICKLER

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4. ROGER J. DeSANTI
5. LINDA GREGORY
9. JACK LeROY
10. FRANK K. IESTER
14. GERALD SZYMANSKI
15. AN-YAN T. WANG

FOR THE PARAPROFESSIONAL

Activity Planning and Coordination (1); Art Education Curricula and Programs (5,9,11); Art History (5,9,11); Art Instruction (5,9,11); Art Program Materials Development (5,9,11); Ceramics (9,11); Contemporary Issues in Music Education (7); Designs for Task-Oriented Small Groups (12,13); Freedom (15); History of Education (6); Media Selection and Utilization (10); Parent Effectiveness Training (14); Photography (9); Printmaking (9,11); Problem-Solving Groups (12,13); Reading Diagnostic/Prescriptive Techniques (3); Rhythm of Learning (15); Secretarial Studies Education (4); Skill Learning vs. Content Learning (16); Staff Development Education (12,13); Subject Matter Learning (15); Utilization for School Duties (2); Wisdom (15); and Women in Academic Life (8).

1. RICHMOND E. CALVIN
2. JAMES CLARK
3. RICHARD EARLE
4. HELEN GIBBONS
5. GUY HUBBARD
6. J. RANDOLPH KIRBY
7. ROBERT KLOTMAN
8. HELEN C. LEE
9. STANLEY L. LEE
10. LOIS LEHMAN
11. JESSIE LOVANO-KERR
12. LEON McKENZIE
13. JOHN McKINLEY
14. R. BRUCE McQUIGG
15. GERALD SZYMANSKI
16. LEW E. WISE

FOR THE PARENT

Adult Basic Education (15); American Indian Education (10); Art Education Curricula and Programs (3,7,9); Art History (3,7,9); Art Instruction (3,7,9); Art Program Materials Development (3,7,9); Cable TV in Education (14); Child Development in Art (9); Contemporary Issues in Music Education (6); Designs for Task-Oriented Small Groups (11,12); Freedom (18); History of Education (5); Interaction Strategies with Handicapped Children (16,17); Mathematics Education (1); Media Selection and Utilization (8,14); Parent Effectiveness Training (13); Perceptual-Motor Testing and Training (4); Photography (7); Printmaking (7,9); Problem-Solving Groups (11,12); Rhythm of Learning (18); Secretarial Studies Education (2); Subject Matter Identification (18); Techniques of Parental Counseling (16,17); Television in Education (14); and Wisdom (18).

1. GREG BAUR
2. HELEN GIBBONS
3. GUY HUBBARD
4. MAXINE M. HUFFMAN
5. J. RANDOLPH KIRBY
6. ROBERT KLOTMAN
7. STANLEY H. LEE
8. LOIS LEHMAN
9. JESSIE LOVANO-KERR
10. JAMES MAHAN
11. LEON McKENZIE
12. JOHN McKINLEY
13. R. BRUCE McQUIGG
14. MICHAEL MOLENDA
15. ANABEL NEWMAN
16. SUSAN SHUSTER
17. MERRILL C. SITKO
18. GERALD SZYMANSKI

FOR THE TEACHER

Affective Education (1,27,34); American Indian Education (42); Art Education Curricula and Programs (22,35,40); Art History (22,35,40); Art Instruction (22,35,40); Art Program Materials Development (22,35,40); Awareness Training (40); Behavior Management and Motivational Techniques (57); Behavior Modification and Problem-Solving

(57); British Primary Education (1); Ceramics (35,40); Children's Literature (20,47,39); Classroom Arrangement and Management (14); Classroom Assessment and Prescription Techniques (57); Classroom Discipline (10,61); Classroom Evaluation (21,37,53); Classroom Observational Systems (21,37); Classroom Questioning Skills Development (21,24,49); Competency-Based Skills (24,44,49); Computer Assisted Instruction (38,50,57); Conflict Resolution (48,51); Constructing Mini-Courses (33,44,60); Contemporary Issues in Music Education (31); Content Area Reading for Secondary Schools (12,58); Coping with Student Emotional Dilemmas (14); Culture-Centered Curriculum (51); Curriculum Goal Analysis (63); Demonstration of Social Studies Materials (54); Designing Balanced Phase-Elective Programs (17,26); Designing Mass Media Courses (17,26); Developing Comprehension Skills (5); Developing Word-Recognition (5); Development of Teacher Education Centers (60,64); Diagnostic and Corrective Reading (23); Diagnostic Techniques for Spelling (5); Discipline Techniques (10,61); Editorial Services (6); Elementary Math Methods (4,38); Elementary School Curriculum (15); Elementary School Reading (5,18,29,60); Elementary Science Methods (21,24,25,49,65); Elementary Science Study (21); Empirical Inquiry Instruction (63); Evaluating Phase-Elective Programs (17,26); Evaluation of Teacher Effectiveness (53); Existential Relationship between Student and Teacher (51); Games and Simulation Techniques (3,42,57,63); Goal Setting Approaches and Techniques (62); Group Process Education (48,51); History of Education (30); Humanizing Curriculum Development via Media Systems Approach (50); Human Relations Training (48,51,66); Improving Teacher-Made Texts (17,26); Individualized Instruction (24, 40,49,62); Individualizing Foreign Language Instruction (33); Informal Classrooms (1,27,34,40); Instructional and Curriculum Improvement in English (59); Instructional Design and Development (36,46,50,62); Interaction Analysis (21,37); Interaction Strategies for Teachers of Handicapped Children (56,57); Interpersonal Communications (48,51); Learning and Interest Centers (3); Life Space Interviewing (14); Management of Overt Pupil Behavior (14); Mastery-Learning Teaching Skills Development (24,49,63); Materials and Library Usage (2,36); Materials and Methods for Environmental Education (24); Media Selection and Utilization (36,46,50,62); Microteaching Techniques (44,60); Missing Metaphors in Educational Experience (51); Modeling Techniques (60); Motivation (61); Multicultural Theory and Methods (8); New Approaches to Curriculum Planning (51); Non-Achievement Oriented Philosophy of Education (51); Open Classrooms (1,27,34); "Open" Education (1,27,34); Perception and Reading (11); Perceptual-Motor Testing and Training (23); Perceptual Skills Development (39); Photography (35); Planning for Educational Change (42,54); PLATO Computer System Materials (38); Preschool and Primary Educable Mentally Retarded Children (56); Printmaking (35,40); Programs Across the Arts (22,35,40); Project RELATE (20,47); Pupil Affective Development (14,48,51); Pupil Cognitive and Language Development (39); Reading Diagnosis and Remediation (28); Reading Miscue Research (7); Remedial and Developmental Secondary School Reading (12,28, 55,58); "Right to Read" Efforts (55); Science-A Process Approach (21); Science Curriculum Improvement Study (21); Secondary Math Methods (4,38); Secondary Reading Programs (12,28,55,58); Secondary Science Methods (21,24,25,49,65); Secretarial Studies Teaching Techniques (16); Selecting Films for Secondary Language Arts (17,26); Self-Concept Analysis (40); Sequencing Instruction (49); Skill Learning vs. Content Learning (65); Small Group Instruction (40); Staff Development for Team Teaching (48,51); Student Interpersonal Communication (14, 48,51); Student Teacher Supervision Skills (2,19); Student Teaching Supervision (2, 19); Support Techniques as Alternatives to Corporal Punishment (14); Teacher Competence in Reading and Language Arts (20,47); Teacher Effectiveness Training (45); Teaching Composition in Grades 5-12 (26); Teaching Cultures Through Foreign Languages (33); Teaching for Mastery (24,49,63); Teaching Literature to Adolescents (26); Teaching of Reading Comprehension (5,60); Team Approaches to Systematic Procedures for Assessment (62); Training for Mildly and Severely Handicapped Students

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(32); Use of Community Resources (9); Use of Games, Films and Exercises (3,14, 57,63); Use of Self as Content Procedures (48,51); Using the Newspaper in the Classroom (17,26); Values-Clarification Approaches and Techniques (3,48,51); Visual Perception Through Art (40); Word Attack Skills (60); Writing Behavioral/ Performance Objectives (17,24,26,49); and Writing Phase-Elective Course Descriptions (17,26).

1. NORMAN ALLAWAY
2. NANCY C. ANDREWS
3. BEVERLY ARMENTO
4. GREG BAUR
5. ASHLEY BISHOP
6. TOBY BONWIT
7. CAROLYN BURKE
8. RICHMOND E. CALVIN
9. JAMES CLARK
10. ROGER J. DeSANTI
11. ROBERT DOAN
12. RICHARD EARLE
13. PATRICIA EGGLESTON
14. MERYL ENGLANDER
15. LAVELLE FORTENBERRY
16. HELEN GIBBONS
17. LINDA GREGORY
18. MARGARET MAY GRIFFIN
19. CHARLES HAMPEL
20. JEROME HARSTE
21. BUD HARTY
22. GUY HUBBARD
23. MAXINE M. HUFFMAN
24. DONALD HUMPHREYS
25. WILLIAM INSKEEP
26. EDWARD JENKINSON
27. DAVID L. JOLLIFF
28. E. MARCIA KIMMEL
29. NEDRA KINERK
30. J. RANDOLPH KIRBY
31. ROBERT KLOTMAN
32. DENNIS KNAPCZYK
33. ROBERT LAFAYETTE
34. HELEN C. LEE
35. STANLEY L. LEE
36. LOIS LEHMAN
37. JACK LeROY
38. FRANK K. LESTER
39. HELEN LEWIS
40. JESSIE LOVANO-KERR
41. LOWELL MADDEN
42. JAMES MAHAN
43. MICHAEL McKIBBIN
44. LYNN McMILLAN
45. R. BRUCE McQUIGG
46. MICHAEL MOLENDA
47. ANABEL NEWMAN
48. BERNARD NISENHOLZ
49. JAMES OKEY
50. AMOS C. PATTERSON
51. J. VINCENT PETERSON
52. GENE D. PHILLIPS
53. JUDITH REDWINE
54. C. FREDERICK RISINGER
55. BRIAN SHIRLEY
56. SUSAN SHUSTER
57. MERRILL C. SITKO
58. CYRUS SMITH, JR.
59. VERNON H. SMITH
60. DARRYL STRICKLER
61. GERALD SZYMANSKI
62. FLOYD URBACH
63. RON VAN SICKLE
64. L. JAMES WALTER
65. LEW E. WISE
66. JAMES A. YUTZY

One often gets the almost eerie impression of huge clouds of educational reform drifting back and forth from coast to coast and only occasionally touching down to blanket an actual educational institution.

NEA JOURNAL
December 1966

CONVENTIONAL DISCIPLINES

00033

ADULT EDUCATION

Adult Basic Education (10); American Indian Education (7); Art Programs for the Aged (6); Design of Adult Education Programs (8,9); Designs for Task-Oriented Small Groups (8,9); Diagnostic Procedures in Adult/Continuing Education (8,9); History of Education (3); PLATO Computer System Materials (5); Problem Solving Groups (8,9); Reading Skills Development (1); Secretarial Studies Teaching Techniques (2); Staff Development Education (8,9); Techniques of Parental Counseling (11); Women in Academic Life (4,6); and Women in the Visual Arts (4,6).

1. *RICHARD EARLE*
2. *HELEN GIBBONS*
3. *J. RANDOLPH KIRBY*
4. *HELEN C. LEE*
5. *FRANK K. LESTER*
6. *JESSIE LOVANO-KERR*
7. *JAMES MAHAN*
8. *LEON McKENZIE*
9. *JOHN McKINLEY*
10. *ANABEL NEWMAN*
11. *MERRILL C. SITKO*

ALTERNATIVE EDUCATION

Culture-Centered Curriculum (4); Existential Relationship between Student and Teacher (4); Field Placement Variables (3,7); Integrative Approach to Teaching (7); Minicourse Development and Utilization (2,6); Missing Metaphors in Educational Experiences (4); Non-Achievement Oriented Philosophy of Education (4); The Development and Operation of Optional Alternative Public Schools (5); Use of Community Resources (1); and Use of Paraprofessionals in the School (1).

1. *JAMES CLARK*
2. *LYNN McMILLAN*
3. *JAMES MAHAN*
4. *GENE D. PHILLIPS*
5. *VERNON H. SMITH*
6. *DARRYL STRICKLER*
7. *JAMES A. YUTZY*

ART EDUCATION

Art Education Curricula and Programs (1,2,3); Art for Children with Learning Disabilities (3); Art for the Aged (3); Art for the Mentally Retarded (3); Art History (1,2,3); Art Instruction (1,2,3); Art Program Materials Development (1,2,3); Cameraless Films and Slides (3); Child Development in Art (3); Creativity and Art (3); Drawing (1,2,3); Hand-Built Ceramics (2,3); Painting (1,2,3); Photography (2); Printmaking (2,3); Programs Across the Arts (1); Tie-Dye (2,3); Visual Perception and the Arts (3); and Women in the Visual Arts (3).

1. *GUY HUBBARD*
2. *STANLEY H. LEE*
3. *JESSIE LOVANO-KERR*

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EARLY CHILDHOOD EDUCATION

Beginning Reading Instruction (1); Classroom Management and Arrangement (4); Curricular Ideas for Nursery Schools (4); Open Education (4); Organization of Day Care Centers (4); Perception and Reading (3); Pre-School and Primary Educable Mentally Retarded Children (6); Pre-School Workshops (5); Reading Miscue Research (2); Role of the Teacher (4); and Staffing Patterns (4).

1. *NANCY C. ANDREWS*
2. *CAROLYN BURKE*
3. *ROBERT DOAN*
4. *PATRICIA EGGLESTON*
5. *R. BRUCE McQUIGG*
6. *SUSAN SHUSTER*

EDUCATIONAL PSYCHOLOGY

Affective Education (2,4); Application of Computer Technology (5,6,9); Behavior Management and Motivational Techniques (7); Behavior Modification (1); Behavior Modification and Problem Solving (7); Cognition (8); Communication Skills for Coping with Emotional Dilemmas (2); Computer Assisted Instruction (5,6); Computer Programming (9); Data Collection and Processing Techniques (9); Discipline Techniques (8); Educational Measurement (1,9); Learning Theories (1,8); Life Space Interviewing (2); Management of Overt Pupil Behavior (2); Motivation (8); Personality Theory (8); PLATO Computer System Materials (5); Research Design (1); Statistical Analysis (1,9); Student Affective Development (2); Supervisory Techniques and Procedures (3); Support Techniques as Alternatives to Corporal Punishment (2); Transactional Analysis (3); and Uses of the Computer in Education (5,6,9).

1. *LIAN-HWANG CHIU*
2. *MERYL ENGLANDER*
3. *CHARLES HAMPEL*
4. *DAVID L. JOLLIFF*
5. *FRANK K. LESTER*
6. *AMOS C. PATTERSON*
7. *MERRILL C. SITKO*
8. *GERALD SZYMANSKI*
9. *AN-YAN T. WANG*

ELEMENTARY EDUCATION

Awareness Training (7); Development of Word-Recognition Skills (1); Diagnostic and Corrective Reading (4); Diagnostic Techniques for Spelling (1); Elementary School Reading and Language Arts (8); Elementary School Curriculum (3); Evaluation of Teacher Effectiveness (9); Individualized Instruction (6); Instructional Design (9); Interaction Analysis (5); Perception and Reading (2); Perceptual-Motor Testing and Training (4); Role Playing (7); Self-Concept Analysis (6); Skill Learning vs. Content Learning (10); Small Group Instruction (6); and Social Inquiry to Develop Personal Dimensions (7).

1. *ASHLEY BISHOP*
2. *ROBERT DOAN*
3. *LAVELLE FORTENBERRY*
4. *MAXINE M. HUFFMAN*
5. *JACK LeROY*
6. *LOWELL MADDEN*
7. *MICHAEL McKIBBIN*
8. *ANABEL NEWMAN*
9. *JUDITH REDWINE*
10. *LEW E. WISE*

ENGLISH EDUCATION

Approaches to Oral and Written Communication (2,3); Composition for Grades 5-12 (2,3); Designing Mass Media Courses (2,3); Design, Layout and Editorial Service for Newsletters, Catalogues, Brochures, Etc. (1); Editorial Service for Speeches, Papers, Proposals, Journal Articles, and Books (1); Getting Ready to Cope with PPBS (2,3); Improvement of School English Instruction and Curriculum (6); Improving Teacher-Made Texts (2,3); School Libraries Operations (5); Selecting Films for Secondary Language Arts (2,3); Teaching Literature in Grades 5-12 (2,3); Theatre Arts (4); Using the Newspaper in the Classroom (2,3); Writing and Using Behavioral Objectives (2,3); and Writing Phase-Elective Course Descriptions (2,3).

1. *TOBY BONWIT*
2. *LINDA GREGORY*
3. *EDWARD JENKINSON*
4. *HELEN C. LEE*
5. *LOIS LEHMAN*
6. *VERNON H. SMITH*

FOREIGN LANGUAGE EDUCATION

Conducting Inservice Workshop on All Phases (1); Constructing Mini-Courses (1); Individualizing Foreign Language Instruction (1); and Teaching Cultures Through Foreign Languages (1).

1. *ROBERT LAFAYETTE*

INSTRUCTIONAL TECHNOLOGY EDUCATION

Application of Computer Technology (2,4); Cable TV in Education (3); Computer Assisted Instruction (2,4); Computer Programming (7); Data Collection and Processing Techniques (7); Document Analysis (7); Evaluation of Commercially Produced Instructional Materials (1,3,4,6); Evaluation of Instructional Media (1,3,4,6); Facility Design with Media Perspective (4); Humanizing Curriculum Development via Media Systems Approach (4); Information Management Systems (7); Instructional Development Procedures (3,4,6); Instructional Systems (3,4,6); Media Selection and Utilization (1,3,4,6); PLATO Computer System Materials (2); Television in Education (3); and Uses of Computer in Education (2,4).

1. *LOIS LEHMAN*
2. *FRANK K. LESTER*
3. *MICHAEL MOLENDA*
4. *AMOS C. PATTERSON*
5. *MERRILL C. SITKO*
6. *FLOYD URBACH*
7. *AN-YAN T. WANG*

MATHEMATICS EDUCATION

Elementary and Secondary School Mathematics (1,2); Human Concept Formation (2); Individualizing Instruction in Mathematics (3);

PLATO Computer System Materials (2); and Problem Solving (2).

1. *GREG BAUR*
2. *FRANK K. LESTER*
3. *LYNN McMILLAN*

MUSIC EDUCATION

Assessment/Evaluation Approaches and Techniques (1); Contemporary Issues (1); Individualized Instruction (1); and Use of Behavioral Objectives (1).

1. *ROBERT KLOTMAN*

READING EDUCATION

Cognitive and Language Development (4,12); Content Area Reading for the Secondary School (6,10,15,16); Development of Word-Recognition Skills (1); Diagnosis and Remediation Programs (9,10); Diagnostic and Corrective Reading (9,10); Diagnostic Techniques for Spelling (1); Elementary School Reading and Language Arts (1,8,11,14); Historical Aspects of Reading (2); Implementation of Reading Programs (7); Individualized Instruction (13); Middle School Reading (16); Perception and Reading (4,5,12,16); Perception/Cognition Variables (4,5,12); Perceptual-Motor Testing and Training (9); Perceptual Skills in Reading (4,5,12); Reading Development in Subject Matter Areas (6,10,15,16); Reading Miscue Research (3); Remedial and Developmental Secondary School Reading (6,10, 15); "Right to Read" Efforts (15); Secondary Reading Programs (6,10, 15); Self-Concept Analysis (13); Small Group Instruction (13); Systematic Assessment of Reading Comprehension (17); Teacher Competence in Reading and Language Arts (8,14); Teaching of Reading Comprehension (17); and Word Attack Skills (17).

1. *ASHLEY BISHOP*
2. *TERRY BULLOCK*
3. *CAROLYN BURKE*
4. *ROGER J. DeSANTI*
5. *ROBERT DOAN*
6. *RICHARD EARLE*
7. *MARGARET MAY GRIFFIN*
8. *JEROME HARSTE*
9. *MAXINE M. HUFFMAN*
10. *E. MARCIA KIMMEL*
11. *NEDRA KINERK*
12. *HELEN LEWIS*
13. *LOWELL MADDEN*
14. *ANABEL NEWMAN*
15. *BRIAN SHIRLEY*
16. *CYRUS SMITH, JR.*
17. *DARRYL STRICKLER*

SCIENCE EDUCATION

Elementary and Secondary School Science (1,2,3,4,5); Elementary Science Study (1); Individualizing Instruction (2,4); Mastery Teaching (2,4); Materials and Methods for Environmental Education (2); Question Asking Skill Development (1,2,4); Science-A Process Approach (1); Science Curriculum Improvement Study (1); Sequencing Instruction (2,4); and Skill Learning vs. Content Learning (5).

1. *BUD HARTY*
2. *DONALD HUMPHREYS*
3. *WILLIAM INSKEEP*
4. *JAMES OKEY*
5. *LEW E. WISE*

SECONDARY EDUCATION

Designing Curriculum Programs (2); Evaluating Teacher Effectiveness (2); Skill Learning vs. Content Learning (3); and Teacher Effectiveness (2).

1. *R. BRUCE McQUIGG*
2. *L. JAMES WALTER*
3. *LEW E. WISE*

SOCIAL STUDIES EDUCATION

Curriculum Goal Analysis (6); Curriculum Materials Analysis (6); Demonstration of Social Studies Materials (5); Dialogue-Seminar Sessions for Elementary Children (1,4,6); Empirical Inquiry Instruction (6); Gaming (1,4,6); History of Education (2); Learning and Interest Centers (1,4,6); Open Classrooms (3); Planning for Educational Change (5); Role Playing (1,4,6); Teaching for Mastery (6); Team Teaching (1,4,6); and Values-Clarification Approaches and Techniques (1,4,6).

1. *BEVERLY ARMENTO*
2. *J. RANDOLPH KIRBY*
3. *HELEN C. LEE*
4. *MICHAEL McKIBBIN*
5. *C. FREDERICK RISINGER*
6. *RON VAN SICKLE*

SPECIAL EDUCATION

Application of Computer Technology (6); Art for Children with Learning Disabilities (4); Art for the Mentally Retarded (4); Behavior Management and Motivational Techniques (6); Behavior Modification (3); Behavior Modification and Problem Solving Techniques (6); Classroom Assessment and Prescription Techniques (6); Evaluation of Programs (3); Evaluation Techniques (6); Games and Simulation Techniques (6); Informal Assessment (3); Informal Classrooms (1); Interaction Strategies for Teachers with Parents (Families) of Handicapped Children (5,6); Language and Cognitive Development (6); Observation of Teacher-Pupil Interaction (6); Perception/Cognition Variables (2); Preschool and Primary Educable Mentally Retarded Children (5); Research in the Mildly and Severely Handicapped (3); and Techniques of Parental Counseling (5,6).

1. *NORMAN ALLAWAY*
2. *ROGER J. DeSANTI*
3. *DENNIS KNAPCZYK*
4. *JESSIE LOVANO-KERR*
5. *SUSAN SHUSTER*
6. *MERRILL C. SITKO*

TEACHER EDUCATION

Classroom Observational Systems (7,8); Classroom Questioning Skills Development (7,8); Competency-Based Skills (14,19); Conflict Resolution (18); Cooperative Programs with Public Schools (11); Curriculum Development Methods (3); Design, Implementation and Integration of Counselor and Teacher Education Programs (20); Development and Operation of Optional Alternative Public Schools (23); Development of Teacher Education Centers (25); Evaluation Methods and Procedures (7,25,26); Existential Relationship between Student and Teacher (21); Field Placement Variables (13,28); Group Process (18); History of Education (9); Humanistic Approaches (18); Individualized Instruction (12); Individualizing Instruction (8,19); Instructional Development and Media (16); Interaction Analysis (10); Interpersonal Communications (18); Learning and Interest Centers (1); Mastery Teaching Skills (8,19); Microteaching Techniques (24); Minicourse Development and Utilization (14,24); Missing Metaphors in Educational Experience (21); Modeling Techniques (24); Non-Achievement Oriented Philosophy of Education (21); Procedures for Use of Self as Content (18); Program Development for Mastery Learning (8); Program Planning and Design (22); Project RELATE (6,17); Proposal Development and Writing for External Funds (7); Research and Experimental Projects (2); Secretarial Studies Teaching Techniques (4); Self-Concept (12); Sequencing Instruction (19); Skill Learning vs. Content Learning (27); Small Group Instruction (12); Staff Development for Team Teaching (18); Student Teaching Supervision (5); Teacher Center Development (11,24,25); Teacher Competence in Reading and Language Arts (6,17); Teacher Education in a University Setting (21); Teacher Effectiveness Training (15,25); Values-Clarification Approaches and Techniques (18); and Writing Technical Reports (7).

1. *BEVERLY ARMENTO*
2. *RICHMOND E. CALVIN*
3. *LAVELLE FORTENBERRY*
4. *HELEN GIBBONS*
5. *CHARLES HAMPEL*
6. *JEROME HARSTE*
7. *BUD HARTY*
8. *DONALD HUMPHREYS*
9. *J. RANDOLPH KIRBY*
10. *JACK LeROY*
11. *HELEN LEWIS*
12. *LOWELL MADDEN*
13. *JAMES MAHAN*
14. *LYNN McMILLAN*
15. *R. BRUCE McQUIGG*
16. *MICHAEL MOLENDA*
17. *ANABEL NEWMAN*
18. *BERNARD NISENHOLZ*
19. *JAMES OKEY*
20. *J. VINCENT PETERSON*
21. *GENE D. PHILLIPS*
22. *SUSAN SHUSTER*
23. *VERNON H. SMITH*
24. *DARRYL STRICKLER*
25. *L. JAMES WALTER*
26. *AN-YAN T. WANG*
27. *LEW E. WISE*
28. *JAMES A. YUTZY*

For more than a hundred years much complaint has been made of the unmethodical way in which schools are conducted, but it is only within the last thirty that any serious attempt has been made to find a remedy for this state of things. And with what result? Schools remain exactly as they were.

JOHN AMOS COMENIUS
The Great Didactic, 1632

EMERGING EDUCATIONESE

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BEHAVIOR ANALYSIS

Awareness Training (10); Behavior Management and Motivational Techniques (11); Behavior Modification (1,3,6,11); Behavior Modification and Problem Solving (6,11); Classroom Observational Systems (4,8); Classroom Teacher Behavior (8); Educational Measurement (1); Information Management Systems (14); Interaction Analysis (4,8); Interpersonal Skills for Coping with Emotional Dilemmas (3); Life Space Interviewing (3); Management of Overt Pupil Behavior (3); Mildly and Severely Handicapped Students (7); Perception/Cognition Variables (2); Perceptual-Motor Testing and Training (5); Personality Theory (12); Self-Concept Analysis (9); Social Inquiry to Develop Personal Dimensions (10); Support Techniques as Alternatives to Corporal Punishment (3); and Value Clarification (13).

1. LIAN-HWANG CHIU
2. ROGER J. DeSANTI
3. MERYL ENGLANDER
4. BUD HARTY
5. MAXINE M. HUFFMAN
6. DAVID L. JOLLIFF
7. DENNIS KNAPCZYK
8. JACK LeROY
9. LOWELL MADDEN
10. MICHAEL McKIBBIN
11. MERRILL C. SITKO
12. GERALD SZYMANSKI
13. RON VAN SICKLE
14. AN-YAN T. WANG

COMMUNICATION SKILLS

Communication Skills (5); Design, Layout and Editorial Service for Newsletters, Catalogues, Brochures, Etc. (1); Developing Responsible Points of View through Writing (2,4); Editorial Services for Speeches, Papers, Proposals, Journal Articles, and Books (1); Getting Ready to Cope with PPBS in 1976 (2,4); Media Selection and Utilization (6); Projecting Images-An Approach to Oral and Written Communication (2,4); Project RELATE (3,7); and The Mass Media, the Student, and the Truth (2,4).

1. TOBY BONWIT
2. LINDA GREGORY
3. JEROME HARSTE
4. EDWARD JENKINSON
5. DAVID L. JOLLIFF
6. LOIS LEHMAN
7. ANABEL NEWMAN

CULTURAL PLURALISM

American Indian Education (11); Art Programs for the Culturally Different (7); Awareness Training (8); Black Culture of the South (10); Computer Assisted Instruction (14); Cross Cultural Variables (3); Culture-Centered Curriculum (15); Development and Operation of Optional Alternative Public Schools (16); Elementary School Reading and Language Arts (13); Field Placement Variables (11,18); Information Management Systems (17); Instructional Media (12); Integrative Approaches for Teaching (18); Language and Cognitive Development of Culturally Disadvantaged (13); Methods and Materials for Environmental Education (4); Teacher Corps Operations (9); Teaching Cultures Through Foreign Languages (5); Theory and Practice (1); Use of Community Resources (2); and Women in Academic Life (6).

1. RICHMOND E. CALVIN
2. JAMES CLARK
3. BUD HARTY
4. DONALD HUMPHREYS
5. ROBERT LAFAYETTE
6. HELEN C. LEE
7. JESSIE LOVANO-KERR
8. MICHAEL McKIBBIN
9. LYNN McMILLAN
10. R. BRUCE McQUIGG
11. JAMES MAHAN
12. MICHAEL MOLENDA
13. ANABEL NEWMAN
14. AMOS C. PATTERSON
15. GENE D. PHILLIPS
16. VERNON H. SMITH
17. AN-YAN T. WANG
18. JAMES A. YUTZY

CURRICULUM DEVELOPMENT

Art Education Curricula and Programs (6,11); Computer Assisted Instruction (10,16); Content Area Reading for Secondary Schools (1,19); Culture-Centered Curriculum (17); Curriculum Development Methods (3,15,20); Curriculum Goal Analysis (21); Curriculum Materials Analysis (21); Day Care Centers (2); Demonstration of Social Studies Materials (18); Designing Balanced Phase-Elective Program (8); Design of Adult Education Programs (6,11); Developing Programs in the English Language for Grades 5-12 (8); Elementary School Curriculum (3); Elementary Science Study (5); Improvement of School English Curriculum (20); Instructional Development (9,14,16); Materials and Methods for Environmental Education (7); Media Selection and Utilization (9,14,16); Middle School and Secondary Reading Programs (1); New Approaches to Curriculum Planning (17); Nursery Schools (2); PLATO Computer System Materials (10); Program Development for Mastery Learning (7,15); Programs Across the Arts (6,11); Remedial and Developmental Secondary School Reading (19); Science-A Process Approach (5); Science Curriculum Improvement Study (5); Sequencing Instruction (15); Skill Learning vs. Content Learning (22); and Supervision Curriculum Development (4).

1. RICHARD EARLE
2. PATRICIA EGGLESTON
3. LAVELLE FORTENBERRY
4. CHARLES HAMPEL
5. BUD HARTY
6. GUY HUBBARD
7. DONALD HUMPHREYS
8. EDWARD JENKINSON
9. LOIS LEHMAN
10. FRANK K. LESTER
11. JESSIE LOVANO-KERR
12. LEON McKENZIE
13. JOHN McKINLEY
14. MICHAEL MOLENDA
15. JAMES OKEY
16. AMOS C. PATTERSON
17. GENE D. PHILLIPS
18. C. FREDERICK RISINGER
19. CYRUS SMITH, JR.
20. VERNON H. SMITH
21. RON VAN SICKLE
22. LEW E. WISE

HUMANISTIC APPROACHES

Affective Education (4); Awareness Training (6); Conflict Resolution (8); Designs for Task-Oriented Small Groups (5,7); Development and Operation of Optional Alternative Public Education (12); Existential Relationship between Student and Teacher (10); Games and Simulation Techniques (1,6,13); Group Process Education (8); Humanizing Curriculum Development via Media Systems Approach (9); Human Relations Training (8); Informal Classrooms (1); Interpersonal Communications (8); "Open" Education (1); Participation Training (5,7); Problem Solving Groups (5,7); Role Playing (1,6,13); Social Inquiry to Developing Personal Dimensions (6); Staff Development for Team Teaching (8); Use of Self as Content Procedures (8); and Values-Clarification Approaches and Techniques (2,8,13).

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1. NORMAN ALLAWAY
2. BEVERLY ARMENTO
3. PATRICIA EGGLESTON
4. DAVID L. JOLLIFF
5. LEON McKENZIE
6. MICHAEL McKIBBIN
7. JOHN McKINLEY
8. BERNARD NISENHOLZ
9. AMOS C. PATTERSON
10. GENE D. PHILLIPS
11. MERRILL C. SITKO
12. VERNON H. SMITH
13. RON VAN SICKLE
14. JAMES A. YUTZY

LANGUAGE ARTS

Developing Reading Comprehension Skills (1,10); Developing Word-Recognition Skills (1); Diagnostic and Corrective Reading (7); Diagnostic Techniques for Spelling (1); Elementary School Reading and Language Arts (6,8); Perception and Reading (3); Project RELATE (6,8); Reading in the Subject-Matter Areas (4,9); Reading Miscues (2); Selecting Films for Secondary Language Arts (5); Systematic Assessment of Reading Comprehension (10); Teacher Competence in Reading and Language Arts (6,8); Teaching of Reading Comprehension (1,10); and Word Attack Skills (10).

1. ASHLEY BISHOP
2. CAROLYN BURKE
3. ROBERT DOAN
4. RICHARD EARLE
5. LINDA GREGORY
6. JEROME HARSTE
7. MAXINE M. HUFFMAN
8. ANABEL NEWMAN
9. CYRUS SMITH, JR.
10. DARRYL STRICKLER

MEDIA DESIGN AND DEVELOPMENT

Application of Computer Technology (4,5,6); Cable TV in Education (3); Computer Assisted Instruction (4,5); Computer Programming (8); Designing Mass Media Courses (1); Evaluation of Commercially Produced Instructional Materials (3,5,7); Evaluation of Instructional Media (3,5,7); Facility Design with Media Perspective (5); Humanizing Curriculum Development via Media Systems Approach (5); Improving Teacher-Made Texts (1); Instructional Development (3,5,7); Media Selection and Utilization (3,5,7); PLATO Computer System Materials (4); Television in Education (3); and Uses of Computers in Education (4,5,6).

1. LINDA GREGORY
2. LOIS LEHMAN
3. MICHAEL MOLENDA
4. FRANK K. LESTER
5. AMOS C. PATTERSON
6. MERRILL C. SITKO
7. FLOYD URBACH
8. AN-YAN T. WANG

THE ARTS

Art Education Curricula and Programs (1,4,5); Art for Children with Learning Disabilities (5); Art for the Aged (5); Art for the Mentally Retarded (5); Art History (1,4,5); Art Instruction (1,4,5); Art Program Materials Development (1,4,5); Cameraless Films and Slides (5); Ceramics (4,5); Child Development in Art (5); Contemporary Issues in Music Education (2); Creativity and Art (5); Drawing (1,4,5); Hand-Built Ceramics (4,5); Painting (1,4,5); Photography (4); Printmaking (4,5); Programs Across the Arts (1,4,5); Theatre Arts (3); Tie-Dye (4,5); Visual Perception through the Arts (5); and Women in the Visual Arts (5).

1. GUY HUBBARD
2. ROBERT KLOTMAN
3. HELEN C. LEE
4. STANLEY H. LEE
5. JESSIE LOVANO-KERR

TEACHING SKILLS

Affective Education (1,9,19); Application of Computer Technology (35, 41,49); Art Instruction (15,28); Art Program Materials Development (15,28); Beginning Reading Instruction (2); British Primary Education (1); Cable TV in Education (32); Classroom Assessment and Prescription Techniques (41); Classroom Observational Systems (14); Classroom Questioning Skills (14,17,34); Computer Assisted Instruction (35); Computer Programming (49); Constructing Mini-Courses (30,44); Contemporary Issues in Music Education (22); Curriculum Goal Analysis (47); Curriculum Materials Analysis (47); Demonstration of Social Studies Materials (38); Diagnostic and Corrective Reading (16); Diagnostic Techniques for Spelling (5); Discipline Techniques (45); Elementary School Curriculum (10); Elementary School Reading and Language Arts (21,33); Empirical Inquiry Instruction (47); Games and Simulation Techniques (3,41,47); Goal Setting Approaches and Techniques (46); Implementation of Reading Programs (13,21); Improvement School English Instruction (43); Improving Teacher-Made Texts (12); Individualizing Foreign Language Instruction (23); Individualizing Instruction (17,37,46); Instructional Design and Development (25,32,35,37,46); Interaction Analysis (14,41); Interaction Strategies with Handicapped Children (40,41); Learning and Interest Centers (3); Mastery Learning Approaches and Materials (17,34); Mathematics Teaching Skills (4,26); Media Selection and Utilization (25,32,35,37,46); Microteaching Techniques (44); Missing Metaphors in Educational Experiences (36); Modeling Techniques (44); Non-Achievement Oriented Philosophy of Education (36); Open Classrooms (1,24); Perception and Reading (7); Perceptual-Motor Testing and Training (16); Perceptual Skills Development (27); PLATO Computer System Materials (26); Pupil Cognitive and Language Development (27); Reading Diagnosis and Remediation Skills Development (20); Reading Miscues (6); Remedial and Developmental Secondary School Reading (8,42); "Right to Read" Efforts (39); Role Playing (3,47); Science Teaching Skills (14, 17,18,34,50); Secretarial Studies Teaching Techniques (11); Self-Concept Analysis (29); Sequencing Instruction (34); Skill Learning vs. Content Learning (50); Small Group Instruction (29); Student Affective Development (9); Teacher Effectiveness Training (31,37); Teaching for Mastery (17,34,47); Team Approaches for Systematic Evaluation (48); Television in Education (32); Use of Games, Films and Exercises (3,9,47); Using the Newspaper in the Classroom (12); Values-Clarification Approaches and Techniques (3,47); and Writing Behavioral/Performance Objectives (12,17,34).

1. NORMAN ALLAWAY
2. NANCY C. ANDREWS
3. BEVERLY ARMENTO
4. GREG BAUR
5. ASHLEY BISHOP
6. CAROLYN BURKE
7. ROBERT DOAN
8. RICHARD EARLE
9. MERYL ENGLANDER
10. LAVELLE FORTENBERRY
11. HELEN GIBBONS
12. LINDA GREGORY
17. DONALD HUMPHREYS
18. WILLIAM INSKEEP
19. DAVID JOLLIFF
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22. ROBERT KLOTMAN
23. ROBERT LAFAYETTE
24. HELEN C. LEE
25. LOIS LEHMAN
26. FRANK K. LESTER
27. HELEN LEWIS
28. JESSIE LOVANO-KERR
34. JAMES OKEY
35. AMOS C. PATTERSON
36. GENE D. PHILLIPS
37. JUDITH REDWINE
38. C. FREDERICK RISINGER
39. BRIAN SHIRLEY
40. SUSAN SHUSTER
41. MERRILL C. SITKO
42. CYRUS SMITH, JR.
43. VERNON H. SMITH
44. DARRYL STRICKLER
45. GERALD SZYMANSKI

13. MARGARET MAY GRIFFIN
14. BUD HARTY
15. GUY HUBBARD
16. MAXINE M. HUFFMAN
29. LOWELL MADDEN
30. LYNN McMILLAN
31. R. BRUCE McQUIGG
32. MICHAEL MOLENDA
33. ANABEL NEWMAN
46. FLOYD URBACH
47. RON VAN SICKLE
48. L. JAMES WALTER
49. AN-YAN T. WANG
50. LEW E. WISE

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Other Sources For Help

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Center for Innovation in Teaching the Handicapped

The Center for Innovation in Teaching the Handicapped is a federally funded (Bureau of Education for the Handicapped) research and development facility which has been in operation since 1969. Its focus in recent years has been on the development and evaluation of teacher training materials for preservice and inservice use. The Center is particularly concerned with the identification, design, development, and dissemination of materials relevant to contemporary issues and problems in the schools.

PROGRAM DIRECTOR:
Melvyn I. Semmel

CENTER ADDRESS:
School of Education/Indiana University
2853 E. 10th Street
Bloomington, Indiana 47401
812-337-5847

Multicultural Educational Development Program

The elementary Multicultural Educational Development Program is a total pre-service community based teacher training program which is designed to: (1) Sensitize teachers to ethnicity. Special attention is given to the cultural mores of poor blacks, whites, Mexican Americans (Chicanos), Puerto Ricans and native Americans, and (2) Prepare elementary teachers to provide a relevant educational program for poor children from both urban and rural communities. Students in this program have a community based component included in the multicultural professional courses. They have an opportunity to become involved with multicultural groups in home, community and school settings, in both urban and rural geographic regions. The entire junior year, a summer Experiment in Multicultural Living, and one semester of the senior year are devoted exclusively to the Multicultural Program. Upon completion of the program students will have met all requirements for the certification as elementary teachers.

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English Curriculum Study Center

The English Curriculum Study Center at Indiana University is primarily concerned with the development of instructional materials for junior and senior high school teachers of English, speech and journalism. During the last ten years, the Center's staff has developed fifteen volumes of materials and has conducted more than two hundred in-service programs.

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The International Consortium for Options in Public Education

The International Consortium for Options in Public Education is an open, ad hoc, nonprofit organization of students, parents, teachers, administrators, schools, school systems, teacher education institutions, educational organizations, and others that are interested in the development of alternative schools within public education to provide options for students, parents, and teachers in every community. The Consortium acts as a catalyst to focus interest on the need for alternative modes of education, to encourage the development of alternative schools, and to stimulate cooperation among all segments of the public and profession in this development. The need for the Consortium grew from a dissatisfaction with the attempts to reform American Education in the last two decades and a recognition that, in spite of these reform efforts, many schools were still not responsive to the needs of their diverse clienteles. Most of the change efforts of the sixties were based on intervention strategies, i.e. someone was going to make the schools better for someone else, whether someone else wanted the change or not. Alternative public schools provide a new strategy.

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Mathematics Education Development Center

The Mathematics Education Development Center is a joint venture of the Department of Mathematics and the Department of Mathematics Education. The Center is currently engaged in (1) developing, testing, implementing and disseminating the Mathematics-Methods Program consisting of units which combine the mathematics content and teaching methods for prospective elementary school teachers in a laboratory format; (2) developing, testing, implementing and disseminating a model for school experience for prospective elementary school teachers which focuses on child thinking and learning with mathematics; (3) exploring the uses of PLATO for problem solving with prospective elementary school teachers. The Center is currently initiating the development of a model for effecting change in regular classroom instruction as a spin-off from prospective elementary teacher field experience, the development of problem solving units for children some of which are based on the use of hand calculators, and basic research in problem solving by prospective elementary school teachers. The Center is largely supported by funds from the National Science Foundation and employs graduate students and faculty from the departments of mathematics and mathematics education as well as support staff.

PROGRAM DIRECTOR:
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National Center for the Development of Training Materials in Teacher Education

The National Center at Indiana University was established and is supported through a grant from the National Center for the Improvement of Educational Systems, U.S. Office of Education. Four major purposes are being realized through the National Center: (1) The development and production of specific and varied teacher training materials, (2) Evaluation of these teacher training materials in terms of teacher outcomes, pupil outcomes, or both, (3) Training of pre-service and in-service users (and potential users) of these and other training materials, and (4) Communication among developers and users about the design, utilization and evaluation of teacher training materials. Accomplishments in these four areas include the actual production of nine sets of teacher training materials in varied skills and subject areas; the reporting of evaluation results on several of these products, with further evaluations underway; the design and presentation of a conference for public school leaders in in-service education in the Midwest region; the distribution of a publication series, Acquiring Teaching Competencies: Reports and Studies. Faculty members from the School of Education at Indiana University who are associates of the National Center represent the areas of educational psychology, elementary education, secondary social studies and science education, and instructional systems technology.

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The Reading Program Center

The Reading Center Program at Indiana University at Bloomington is designed to prepare students for a variety of professional careers. These careers include: reading teacher, reading consultant, reading clinician, trainer of teachers of reading, curriculum developer in reading, administrator and organizer of reading programs, and evaluator and researcher in reading. The Reading Center Program encourages students to develop, expand, and explore their interests in reading while continuing their interests in a particular content area, such as English, foreign languages, math, science, and social studies. Classroom instruction is enhanced by practical experiences in one of the reading and evaluation centers on campus. The student may obtain practical experience as a diagnostician and tutor at the Reading Practicum Center, as an evaluator at the Reading Evaluation Center, as a researcher for the Reading Program, or as an intern in a variety of settings. The program is tailored to the needs of each student.

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The Social Studies Coordinator's Office and the Social Studies Development Center

The Coordinator for School Social Studies develops cooperative ventures designed to strengthen social studies throughout Indiana. This task is carried out through free consultative services in the schools, workshop presentations, publication of a newsletter, and coordination of university social studies personnel with local social studies projects.

The Social Studies Development Center was established in 1968 to foster the invention, development, and diffusion of innovative products and practices in social studies education in the schools. Currently, six curriculum projects are producing materials in Anthropology, Political Science, Non-Western Studies, Population Education, World History, and in elementary social studies. Additionally, a Social Studies Diffusion Center assists schools in the implementation of innovative materials and practices.

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